

Teacher's Guide

LEARNING AND EVALUATION SITUATION

Physical Education and Health Elementary 6

Competency 2

*To interact with others in different physical
activity settings*

Team Handball

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Overview of the Learning and Evaluation Situation

Team Handball (group activity in a common space)

Preparation	Performance		Integration
Class 1 and beginning of Class 2	Classes 2 to 7	Classes 8 and 9	End of class 9
<p>Activation of prior learning</p> <p>Presentation and performance of the initial task for diagnostic purposes</p> <p>Review and group feedback</p> <p>Presentation of the drill and constraints set for the students</p> <p>Presentation of the performance requirements and constraints</p> <p>Use of cultural references</p>	<p>Class 2 Tasks for acquiring and applying knowledge</p> <p>Presentation of a video on team handball</p> <p>Presentation and practice of different technical moves</p> <p>Classes 2 to 5 Presentation of different tasks pertaining to the action rules and principles of communication in a common space where team handball is played</p> <p>Class 6 Task 1: Introduce the development of the plan of action</p> <p>Task 2: Develop, apply and review the plan of action</p> <p>Class 7 Repeat the drill and prepare for evaluation</p>	<p>Task to evaluate the student's ability to apply knowledge</p> <p>Presentation of the complex task for the purpose of evaluation for the first written communication</p> <p>– Evaluate the students' performance according to the suggested procedure</p>	<p>Leading a discussion to review learning</p> <ul style="list-style-type: none"> • The students explain and present their strengths and difficulties as well as what they learned • The teacher presents his or her observations as recorded on the evaluation grid • The teacher asks the students questions about their participation and how they can apply what they learned in other tasks or physical activities
<p>Development of other competencies selected by the teacher, the cycle team, the school team or the subject area team</p>			

LEARNING AND EVALUATION SITUATION

SUBJECT: Physical Education and Health	TITLE: Team handball	NUMBER OF CLASSES: 9
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SUBJECT-SPECIFIC COMPETENCY: To interact with others in different physical activity settings (in a common space)	CULTURAL REFERENCES: The founder, origins and history of the sport, and how it is played in Québec. Its popularity in certain countries. Athletes from Québec and elsewhere who have gained distinction. Countries that have won awards at the Olympic Games.
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The Québec Education Program and the Progression of Learning

Skill: Attacking the other team's goal (throws the object, taking into account the distance to the target and the opponent's position), keeps the object moving (passes to the player in the best position in relation to the target and opponents, counterattacks), moving the object forward (moves toward an open space, counterattacks), recovering the object, protects the goal (defends his/her territory, positioning themselves between the object [carrier] and the target, stops throws or shots).

Strategies: Naming a few offensive action rules and a few defensive action rules.

Knowledge: The principles of communication (names a few ways of sending out clear or misleading signals at timely moments during game play), lifestyle habits (explains in his/her own words the importance of warming up before a physical activity and cooling down after, explains in his/her own words a few principles of stretching effectively and safely and doing stretching exercises), the principles of synchronization (performing throwing or receiving movements or actions in the right place at the right time).

Behaviour: Explains in his/her own words the ethical behaviours and safety rules relevant to a situation.

Evaluation Criteria	Observable Elements
Coherent planning	<ul style="list-style-type: none"> • Cooperates with one or more partners in developing plans of action¹ in accordance with peer abilities and the constraints of the activity
Effective implementation²	<ul style="list-style-type: none"> • <i>Applies the action rules as planned</i> • <i>Applies the principles of synchronization</i> • <i>Applies the principles of communication</i> • <i>Plays the position assigned in the plan of action¹</i> • <i>Adjusts movements as needed</i> • <i>Follows safety rules</i> • <i>Demonstrates ethical behaviour³</i>
Relevant reflection	<ul style="list-style-type: none"> • Evaluates the process, plans and results • Identifies new learning⁴

DEVELOPMENT OF THE OTHER COMPETENCIES

Competencies selected by the teacher, the cycle team, the school team or the subject-based team according to the means of evaluation adopted

EVALUATION

- Using the rubric (Appendix 6 in the *Teacher's Guide*), the teacher makes an assessment based on the following records the student has kept of his/her work:

- Plan of action worksheet (for evaluation purposes) (Worksheet 4, *Student Booklet*)
- Evaluation of my work and performance (Worksheet 5, *Student Booklet*)

Summary of student tasks

The student will have to develop, in conjunction with his or her partners, a plan of action that takes into account the action rules and communication principles that apply in the context of team handball. For this purpose, the teacher will allow the student to make use of the various elements in the Progression of Learning as set out in the teacher's planning. The student will have to implement the plan of action during the games and make any necessary adjustments. Moreover, the student will have to respect the game and safety rules and exhibit ethical behaviour commensurate with handball. Using the information recorded on worksheets 3, 4 and 5, the student will have to evaluate his or her procedure, plan of action and results, as well as identify new learning. The final plan of action will be presented to the teacher and implemented in short games held for evaluation purposes. The teacher will decide which teams will compete.

PREPARATION

¹ Plan of action for the competency interacts: strategies associated with action rules and principles of communication and synchronization, if applicable with the assigned roles.

² Even though there are more observable elements associated with effective implementation, this does not mean that it should be considered more important or given more weight; all of the information gathered should be taken into account in communicating results on the report card.

³ Ethical behaviour includes fair play, help and mutual assistance, acceptance of differences and sense of responsibility determined by the teacher according to his or her plan and the characteristics of his or her students.

⁴ New learning here pertains to the knowledge, skills and behaviour in the Progression of Learning selected by the teacher.

Materials

Teacher's Guide, Student Booklet, goal lines drawn on the floor or 4 handball nets, foam handballs (6-inch), six sets of pinnies in different colours, digital camera, tripod and computer, Appendix 7 posted on the wall.

Class 1 and beginning of Class 2

Note: Before engaging in physical activity, have the students reflect on different lifestyle habits and:

- *explain in their own words the importance of warming up before a physical activity and cooling down after*
- *explain in their own words a few principles to follow in order to perform safe and effective stretching exercises after class*

In order to increase the surface of the playing area over several half-courts, we suggest drawing goal lines on the walls and marking off the goal area with a straight line extending across the width of the court and ending one metre from the wall. We also suggest setting up targets inside the goals in order to eliminate the need for goalkeepers and thereby enable all the students to have a more comprehensive learning experience.

Before engaging in physical activity, it is essential that the students do appropriate warm-up exercises and that they name the elements associated with ethical behaviour (see Appendix 8 in the Teacher's Guide) and the safety rules. Have the students do stretching exercises at the end of each session.

Activation of prior learning

Ask the students about their prior knowledge of handball:

- What is the goal of this physical activity?
- What strategies and techniques have you already learned in this type of physical activity?
- What does team handball have in common with other sports (e.g. basketball, soccer)?

Write the student's answers on a blackboard or a Bristol board mounted on the wall, and explain ethical behaviour (see Appendix 8 in the *Teacher's Guide*) and the safety rules.

Presentation of the initial task:

This task is designed to enable students:

- to identify their opponents' strengths and difficulties and to develop a plan of action
- to compete in team handball at their respective technical and tactical levels
- to observe their capacity for reflection

The students will have to develop a plan of action based on their prior learning, implement it during a game and evaluate both their plan and their performance.

1. Group students who are at the same tactical and technical levels into six teams, each composed of five players including a goalkeeper. Assign three teams to each half-court.
2. Distribute the *Student Booklet* to each team member and explain Worksheet 1.
3. Present the organization of the teams, the game rules, the duration of the game and how the players will be rotating.
4. Have teams at the same technical and tactical levels compete in an initial game lasting about four minutes.
5. Ask the students on one of the waiting teams to:
 - observe the offensive and defensive actions of the players on the team they will be playing against
 - identify the players' strengths and difficulties
 - record their observations on Worksheet 1 in the *Student Booklet*
6. After the game, ask the students to use the other side of Worksheet 1 in the *Student Booklet* to work out a plan of action based on their knowledge of team handball and taking into account the strengths and difficulties they observed among the players they will be competing against.

7. Rotate the players so that each one has an opportunity to observe a game, plan a strategy and implement it in accordance with the table found in Appendix 1 in the *Teacher's Guide*.
8. After the game, ask the students to identify their strengths and difficulties based on their score and to record this information on the other side of Worksheet 1 in the *Student Booklet*.

Note: While the games are being played, the teacher observes the teams and records his or her observations in Appendix 4 in the Teacher's Guide (Overall Class Profile). This information will allow the teacher to provide feedback on the strengths and difficulties that were observed.

Review and group feedback

Lead a group review session and ask the students about their experience with the initial task. Here are a few examples of questions:

- Did you enjoy playing?
- What were your strengths and difficulties?
- Did you manage to develop a plan of action?
- What did your plan of action consist of?
- Did you implement it? Was it effective?
- Did you manage to make adjustments during the game in order to counter your opponents?
- How would you rate your approach, your plan and the results?

Express comments and present the overall class profile based on the observations recorded in Appendix 4 in the *Teacher's Guide*.

Note: If you wish to use this information during the next class, it would be a good idea to write the students' answers on the board or on a sheet of Bristol board, and to complete them if necessary.

Beginning of Class 2

Presentation of the challenge for the students, see Appendix 7 in the *Teacher's Guide*.

Presentation of the requirements and explanation of the constraints

1. Present the evaluation criteria and the observable elements using Appendix 6 in the *Teacher's Guide*.
2. Explain the constraints of the activity using Appendix 7 in the *Teacher's Guide*:
 - The students will be divided into teams of five players, including a goalkeeper, and will remain with the same partners throughout the LES.
 - The handball games will be played according to the regulations (or modified game rules) on half-courts. The players will play down or across the court, and the attack will start from the centre line.
 - The games will last four minutes.
 - Five classes will be spent learning how to develop plans of action.
 - Opposing teams will have the same technical and tactical skill levels.
 - The strategies will be represented in the form of diagrams, using Worksheet 3 in the *Student Booklet*.
 - The diagram must represent the moves selected to:
 - play defensively, according to the various roles (4-0 defensive system)
 - play offensively, according to the various roles (backcourt players, wings and a goalkeeper, if necessary)

Use of cultural references

1. Ask students to collect information on the founder, origins and history of the sport, how it is played in Québec, its popularity in certain countries, athletes from Québec and elsewhere who have gained distinction, and on countries that have won awards at the Olympic Games.
N.B. Preferably, the information collected should make it possible to make connections to certain aspects of the performance of this LES.
2. During upcoming classes, ask the students about this information. (Suggestion: one different element per class)

Materials

Appendixes 1, 2, 3, 4, 5, 6 and 9 in the *Teacher's Guide*, Worksheets 2, 3 and 4 in the *Student Booklet*, 4 handball nets, foam handballs (6-inch), six sets of pinnies in different colours, Appendix 8 (posted on the wall), a blackboard or sheet of Bristol board, a computer, digital projector, CD or DVD video, tripod and digital camera

Classes 2 to 6*Notes:*

- *The tasks planned for the various classes allow the students to acquire knowledge in order to do the drill set for them.*
- *Present the self-evaluation tool (Worksheet 2 of the Student Booklet) at the start of Class 2 and have the students use it in all classes.*
- *When presenting the various tasks, and throughout the learning and evaluation situation, ask opponents playing defensive positions to put about 50 per cent of the effort of which they are capable into the task. They can use a constraint (i.e. keeping one hand behind their back) in order to optimize the learning experience of the attackers.*
- *During explanations, demonstrations, at the start of class or before the games, remind the players of the game rules, the safety rules and the ethical behaviours expected of them, using Appendix 8.*
- *Following each task in which students learn concepts, action rules and communication principles and roles to play, and when reviewing the sessions, bring the students together and ask them about the strengths and difficulties they observed as well as the extent to which they understood these elements. Write the information on a blackboard or sheet of Bristol board.*

Class 2 (Cont.) (TASKS FOR ACQUIRING AND APPLYING KNOWLEDGE)

Presentation of a video on team handball (the video could show the students playing a previous game, or a videoclip from the Web could be used).

Have the students observe the various offensive and defensive group tactics that were used. Ask questions such as:

- What did you observe on the court (lines, main goal, goal crease, free throw and penalty lines, etc.)?
- Where are the players positioned in the offensive and defensive zones?
- What must a team do before facing off against another team?
- What elements must be included in a plan of action?
- What action rules are related to this sport?
- What are the various technical actions that must be mastered in order to play team handball?
- What are the similarities and differences between team handball, basketball and soccer?
- What skills have you learned from other sports that you could use in team handball?
- What must you work on in order to be more effective?

Write the answers on a board or sheet of Bristol board and ask the students to make connections with the overall class profile.

Remind the students of the overall class profile based on the observations recorded in Appendix 4 in the *Teacher's Guide*. They should also take into account the observations they made during the initial task as well as the entire range of strengths and difficulties they identified.

Teach, review or have the students practise the various technical moves:

A theoretical and practical workshop on the different skills (technical moves of manipulation and feinting).

1. Reviewing or practising different types of projections ((jump throw and passes) while static, pivoting and following different directions

2. Reviewing or practising different types of catches (catching and blocking) on the spot while following different paths
3. Reviewing or practising sequences of different catches and passes
4. Reviewing or practising different feints to pass, throw or move into an open space
5. Teaching and practising jump shots (see Appendix 9)

A brief practice may be held at the beginning of each class to allow the students to integrate these technical moves.

Note: Depending on the specific environment, the acquisition and repetition of technical moves in team handball may vary from one student to another according to their strengths and difficulties, which were identified during the initial task. They may also differ according to the various positions (centre, circle runner, backcourt, wing, goalkeeper, depending on the case) in the team. It would be advisable to have the students develop an in-depth understanding of one or two positions.

Classes 2 to 5

Presentation of different tasks pertaining to the action rules and communication principles in relation to team handball

Notes:

- *Have the students transfer the action rules and principles of communication they already learned in other group activities carried out in a common space, since they are the same. The purpose of this exercise is to have the students make connections and to facilitate the adjustments that must be made in order to learn the new elements.*
 - *Have the students learn elements associated first with the relationships to be established between certain action rules and communication principles and, second, with the relationships to be established among the other principles, based on the content of the figure found in Appendix 2 in the Teacher's Guide.*
 - *The teacher is responsible for explaining and demonstrating to the students the appropriate theoretical elements and the systematic training (workshop to go back over the targeted learning) required in a simulated and actual game situation. This in turn should facilitate the integration of the action rules and principles of communication.*
 - *A digital still or video camera as well as a computer connected to a digital projector could be key resources for regulating student learning. During the learning process, the teacher could record offensive and defensive game sequences and use them to show the students the adjustments they need to make in order to learn the action rules and principles of communication along with the different roles to be played, and to form a mental picture of all three.*
1. Teach the other elements to be integrated into the action rules and communication principles: game rules and plays, overhand and jump passes against defensive formations 4-1 and 3-2, guarding or moving away from an opponent, the triangle formation or the numerical advantage, as well as the attacking aisles or zones.
 2. Teach one or two different action rules to each class. Select those that are related to others, within specific tasks, until all of them have been integrated (see the figure in Appendix 2 and the list of suggested tasks in Appendix 3 in the *Teacher's Guide*). The following class should afford an opportunity to review the principles taught so far and to learn new principles.

Class 6

Task I: Introduce the development of the plan of action

Note: If it can be shown that students have already assimilated this procedure, the teacher need only briefly review it and then have the students pursue unintegrated learning or begin to practise for the drill and move on to preparing for evaluation.

1. Explain to the students the procedure for developing a plan of action by means of a simulated game involving two opposing teams.
2. Have the students observe the motor skills used by each team in attacking and defending, and identify their respective strengths and difficulties.
3. Question the students about the roles to be played and the action rules and communication principles they should rely on in their next game, based on the observations previously formulated.
4. Explain how to develop a plan of action (action rules and communication principles, roles to be played) by simulating the process of drawing up the content of such a plan, based on answers obtained from the students or formulated by them.

Task II: Develop, apply and review the plan of action (*Note: Students should play against opponents who are at the same technical and tactical level.*)

1. Have each team play against another team at the same skill level. Pairs of teams take turns playing games while the others observe them and note their strengths and difficulties using Worksheet 3 of the *Student Booklet*.
2. Ask the students to develop a strategy for playing against a team they observed, referring to their notes on Worksheet 3 of the *Student Booklet*.
Requirement: In order to win the next game, identify at least three action principles (two offensive and one defensive) and misleading communication in relation to the strengths and difficulties of the opposing team.
3. Ask the students to apply the planned strategy by playing a four-minute game against a team they observed.
4. Have the students subsequently adjust their strategy, if necessary, to prepare for an upcoming game. They can use Worksheet 3 of the *Student Booklet* for this purpose.
5. If necessary, plan for a period of reflection on the process of learning the motor skills used in attacking and defending, action rules and communication principles, and positions to be played.
6. Have the groups repeat the same process by playing another game against the same team, once again using Worksheet 3.
7. Repeat the same procedure for a third and fourth game, each lasting from three to four minutes.
8. Observe the students, ask them questions and provide them with feedback and advice.

Class 7

Repeat the drill and prepare for evaluation

Inform the students that this period, devoted to developing a plan of action and practising offensive and defensive actions set out in the plan and revising the plan, constitutes a better preparation for the task of evaluating student performance and recording evidence to this effect.

1. Explain to the students the procedure used during Task II in the preceding class.
2. This sequence can be repeated several times, depending on the lesson planning.
3. Observe the students during the game, if necessary asking questions relating to their choice of attacking and defence strategies and providing them with advice.
4. Regroup the students at the end of the period for a discussion on the elements they observed and their strengths and difficulties. If necessary, review the action rules and principles of communication, the positions to be played and the adjustments to be made, depending on the reaction of the opposing team.
5. Inform the students how they will be evaluated during the next two classes.

Classes 8 and 9 (TASK TO EVALUATE STUDENTS' ABILITY TO APPLY KNOWLEDGE)

Presentation of the complex task for the purpose of making evaluations for the report cards

Evaluate the students according to the following procedure:

1. Organize team rotation according to the table in Appendix 1 in the *Teacher's Guide*.
2. Read the plan of action and ask comprehension questions, if necessary (Worksheet 4 in the *Student Booklet*).
3. Observe the teams in turn in game situations, using the teacher's evaluation tool (Appendix 6 in the *Teacher's Guide*) to verify whether the players have applied their plan.
4. Take notes on the observable elements that appear on the chart. Do not help the students during the evaluation process. If a team or individual absolutely needs to be helped, the teacher records this on his or her evaluation checklist.

Following the evaluation, teachers make a judgment based on the observations recorded in Appendix 6 for each student. To do so, they use the tool for interpreting the evaluation criteria in terms of the success rate, and the tool dealing with characteristics pertaining to the types of help provided to students in the context of a complex task carried out for evaluation purposes. These two tools can be found in Appendix 5 of the *Teacher's Guide*.

Note: During evaluation, students on the sidelines develop their plan of action. The students who have already been evaluated prepare for the Integration phase, which consists in compiling the results recorded on the various observation checklists, analyzing the results as a whole, and making a judgment on the learning achieved. The same students also prepare to answer the review questions on Worksheet 5 of the Student Booklet.

INTEGRATION

Duration: 10 to 15 minutes

Materials

Appendix 6 in the *Teacher's Guide*, Worksheets 2, 4 and 5 in the *Student Booklet*, a board or Bristol board

End of Class 9 (SUMMARY OF LEARNING)

Leading discussion to review learning

1. Ask the students to analyze all of their results, make a judgment pertaining to what they have learned, and share the strengths and difficulties observed within each team.
2. Have the students explain and present their strengths and difficulties as well as what they learned by referring to their notes on Worksheets 2 and 4 of the *Student Booklet*.
3. Present the results of your observations as recorded in the teacher's evaluation checklist (Appendix 6 in the *Teacher's Guide*). Share with the students your comments on the work done by each team.
4. Question the students about their participation in completing the questionnaire and their responses to the review questions (Worksheet 5 of the *Student Booklet*).
5. Ask the students to identify other group activities in which they could reuse what they learned during the last class. Ask them to make a connection to daily life in society, particularly with regard to the demonstration of fair play, respect for game and safety rules, and the ability to cooperate.

Note: The teacher can set aside time for questioning students and adding his or her comments on the learning and evaluation situation, the process the students have set in motion, the perceptions that have changed and the elements they can reapply in their personal lives.

MEDIA REPERTORY

Print publications

- MELS, *Handball – Évaluation au secondaire en EPS*, document n° 7-A.S, 2006.
- Duret, Christine. *Fondamentaux du hand: l'initiation pour tous – 300 exercices*, Amphora, 1999.

Web sites

- Handball Québec: <http://www.handball-elite.com/>
- Handball Canada: <http://www.handballcanada.ca/accueil-en.html>
- Videoclip: <http://www.youtube.com/watch?v=Ym85m8skU4Q> (various situations in team handball)

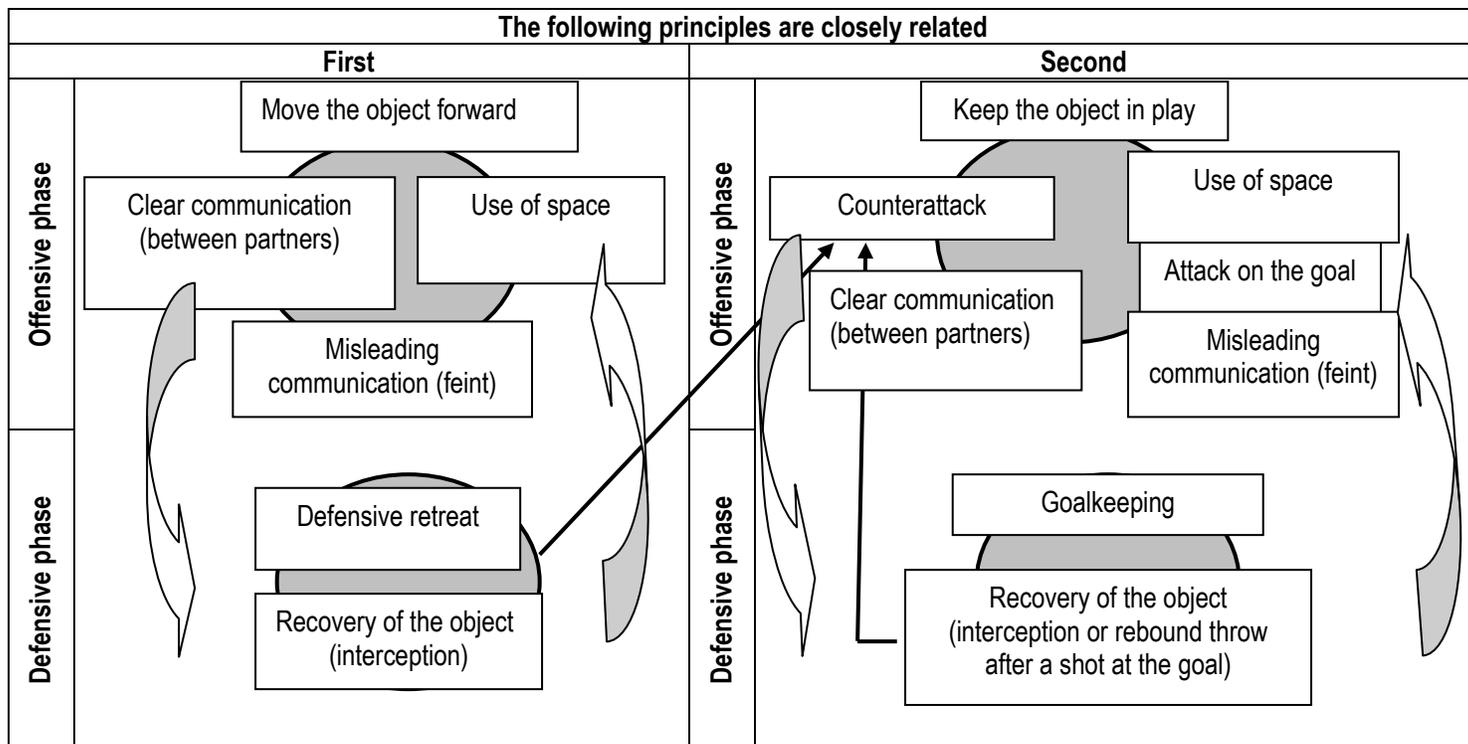
**Example of phased team rotations during the initial task
and the complex task for evaluation purposes**

Possibility of 6 teams: 5 players including 1 goalkeeper per team		
Phase 1 – Observation of the opposing team in a game situation (4 minutes per team)		
Game between team B and team D	Game between team A and team C	Game between team E and team F
Team A observes team B Team C observes team D	Team E observes team A Team F observes team C	Team B observes team E Team D observes team F
Teams E and F wait	Teams B and D wait	Teams A and C wait

Phase 2 – Development of a plan of action for all teams
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Phase 3 – Implementation of the plan of action
Game between team A and team B
Game between team C and team D
Game between team E and team A
Game between team F and team C
Game between team B and team E
Game between team D and team F

Phase 4 – Evaluation of the implementation of the plan of action for all teams



This figure presents the action rules in the offensive and defensive phases during two separate times during the LES. In the left side of the diagram, the action principles in the offensive phase should be taught in conjunction with the principles of defensive action.

The counterattack remains an action rule that is somewhat more difficult to deal with considering that it takes place:

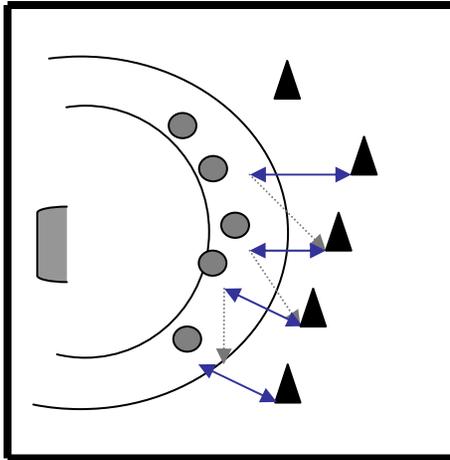
1. when recovering the object in play following an interception
2. when the object is in play around the goal crease following an interception
3. when attacking a goal following an interception or a rebound of the object after a throw at the goal

The counterattack must be organized quickly to catch the defensive off guard when it is disorganized.

With regard to protecting the goal, given the amount of space available in elementary school gymnasiums, players should work exclusively in the defensive zone. A rapid defensive retreat does not foster one-on-one defensive play. Moreover, this defensive system has already been dealt with in means of action such as basketball and the hot potato. With regard to mixed-defensive plays (one-on-one, and zone), given the level of difficulty they represent it is preferable that they be dealt with only at the secondary level.

List of suggested tasks

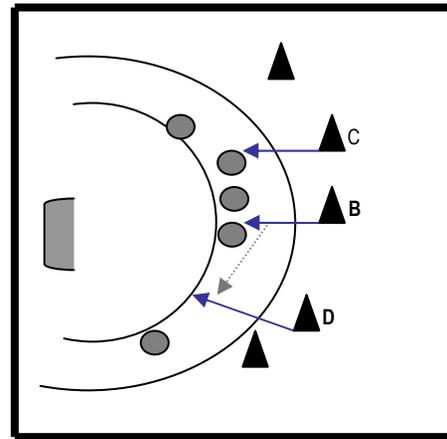
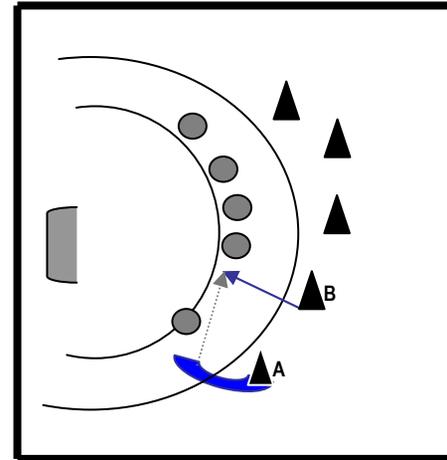
Action rules and principles of communication in team handball

PRINCIPLES OF OFFENSIVE ACTION	PRINCIPLES OF DEFENSIVE ACTION	
<p>1- Moving the ball forward and using space, clear communication and misleading communication</p> <p>Execution of successive passes toward the opponents' goal:</p> <p>a) Suggested tasks without defenders</p> <ul style="list-style-type: none"> - The court is divided into 4 or 5 aisles or zones based on the number of players. One player is assigned to each corridor. - To move the ball forward, the player carrying the ball passes it to a teammate who is located in a space up ahead and who signals that he or she is in a position to receive the ball. This tactic is employed until someone can take a shot at the goal. In the first instance, the ball carrier does not change position and the passes are short and quick. In the second instance, this player can change position and the passes are quick and more or less short. <p>b) Suggested tasks with defenders (the same context as for the task without defenders):</p> <ul style="list-style-type: none"> - Feints, quick successive passes toward a partner who signals that he or she is in a position to receive the ball. <p>- Feints, changes of position and quick successive passes toward a partner who signals that he or she is in a position to receive the ball, in order to eventually get by the defence and attack the goal.</p>	<p>1- Defensive retreat and recovery of the ball</p> <p>Defensive retreat with defender in response to the ball being moved forward. The defenders play to:</p> <ul style="list-style-type: none"> - 50% of their capacity or start from the centre court - 100% of their capacity in an attempt to intercept - 100% of their capacity with a very quick retreat, attempt to intercept and the formation of a 5-0 defensive system. 	
PRINCIPLES OF OFFENSIVE ACTION	DIAGRAM SHOWING THE APPLICATION OF THE ACTION PRINCIPLE	
<p>2- Moving the ball forward</p> <p>The attackers use feints and make quick passes from one wing player to another, based on the signals they receive.</p> <p>a) Zigzag formation: up and back offense</p> <ul style="list-style-type: none"> • The ball carrier takes two or three steps toward the target, then feints a throw followed by a quick pass to a nearby partner before returning to his or her initial position. • If the wall has not moved quickly enough to counter the attack, the ball carrier makes two or three steps forward in order to attack the goal. <p>The ball carrier takes two or three steps toward the target. If the wall has moved quickly enough to counter the attack, the carrier feints a throw toward the target and makes a quick pass to a teammate who is in a good position to shoot at the goal, before returning to his or her initial position.</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Moves (forward-back): ↔</p> <p>Pass: ⋯→</p> </div> </div>	

b) Triangle offence

- Winger A, who is in possession of the object, feints a breakthrough toward the outside of the wall in order to draw a defender closer to him. At the same time, player B breaks through the space between two defenders, receives a quick pass from winger A and shoots at the goal.

- Centre forward B, who is in possession of the object, feints a pass to winger C in order to move a defender. At the same time, winger D breaks through the space between two defenders, receives a pass and shoots at the goal.



Moves: 

Pass: 

Moves: 

Pass: 

PRINCIPLES OF DEFENSIVE ACTION

2- With movement of the wall

During attacks involving up and back offense or triangle offensive tactics, the wall moves according to the position of the ball carrier in order to prevent a throw at the goal.

3- Protection of the goal (4-1 defensive system)

In cases where the students have integrated the 5-0 defensive system, depending on the number of periods available, the teacher could teach the defensive system with a circle runner (pivot).

PRINCIPLES OF OFFENSIVE ACTION	PRINCIPLES OF DEFENSIVE ACTION
<p>3- Counterattack</p> <p>Once students have integrated the action rules that apply to moving the ball forward, the use of space, clear communication and misleading communication and the movement of the object, the teacher can, depending on the number of periods available, broach the counterattack.</p> <p>The counterattack is an offensive action carried out after the opposing team's attack. It is therefore a reseizing of initiative by the team that was attacked, following an interception, a rebound of the ball associated with a block by the goalkeeper, or a rebound of the ball from the goalpost or crossbar.</p> <p>In a game situation Suggested tasks with simulation</p> <ol style="list-style-type: none"> a) As the ball moves toward offensive territory, ask a ball carrier to simulate a missed pass in order to provoke an interception. The team in possession of the ball counterattacks very quickly to catch the defending team off guard and thereby quickly attack the goal. b) While the ball is circulating around the goal crease, ask a ball carrier to simulate a missed pass in order to provoke an interception. The team in possession of the ball counterattacks very quickly to catch the defending team off guard and thereby quickly attack the goal. c) When attacking the goal, ask the ball carrier to simulate a shot at the goal and ask the goalkeeper make a block that rebounds the ball toward a partner. The partner recovers the ball and counterattacks very quickly to catch the defending team off guard and thereby quickly attack the goal. 	<p>4- Defensive retreat and protection of the goal</p> <p>- Operating at 100 per cent of their capacity, players make a quick retreat in a 5-0 or 4-1 defensive formation along with a circle runner (pivot).</p>

OVERALL CLASS PROFILE: Initial task in team handball (Class I)

APPENDIX 4

Legend: ✓ Strength ● Difficulty Elementary 6 Group: _____ Date: _____

The teacher enters in the appropriate box the strengths and difficulties observed on each team. (Depending on the duration of the game and the players observed, the teacher is not obliged to observe everything but is required to provide a fairly precise overall profile of the various teams).

TEAMS Players' names	Development of the plan of action	Skills		Application of the principles of communication		Application of the action rules	
		Passing and shooting	Catching the ball	Calling for the ball at the right moment	Feinting passing, throwing or moving at the right moment	While attacking	While defending
Colour: _____							
Colour: _____							
Colour: _____							
Colour: _____							
Colour: _____							
Colour: _____							

TOOL FOR INTERPRETING EVALUATION CRITERIA IN TERMS OF SUCCESS LEVEL¹ (Elementary Cycle Two and Three)

To interact with others in different physical activity settings

Evaluation criteria	Observable elements	SUCCESSFUL (+)	MORE OR LESS SUCCESSFUL (+-)	UNSUCCESSFUL (-)
Coherent Planning	Cooperates (with one or more partners) in developing plan of actions	Uses various appropriate resources	Uses few of the resources suggested by the teacher.	Does not use any of the resources suggested by the teacher.
		Proposes a strategy with one or more team members, taking into account the strengths and difficulties of his or her peer(s) (partners and opponents) and the requirements and constraints of the activity.	Proposes a strategy with one or more team members, taking into account the strengths and difficulties of his or her partners and a number of requirements and constraints of the activity.	Does not use a procedure in planning the strategy.
Effective Implementation	Applies the action rules as planned	Performs offensive, defensive or cooperative movement skills, fully applying the selected strategies. ²	Performs offensive and defensive cooperative movement skills, applying some of the selected strategies ² or occasionally imitating one or more players without taking his or her peers into account.	Performs offensive, defensive or cooperative movement skills that have no connection with the selected strategies.
	Applies the principles of synchronization	Performs offensive, defensive or cooperative movement skills that are fully synchronized with the actions of his or her partner(s) or with a specific rhythm.	Performs offensive, defensive or cooperative movement skills that are partly synchronized with the actions of his or her partner(s) or with a specific rhythm..	Performs offensive, defensive or cooperative movement skills with no synchronization.
	Applies the principles of communication	Consistently communicates effectively (using a clear signal at the right time and place) with his or her partner(s). Consistently performs effective feints (suddenly, at the right time and place) against one or more opponents.	Sometimes communicates effectively (using a clear signal at the right time and place) with his or her partner(s). Sometimes performs effective feints (suddenly, at the right time and place) against one or more opponents.	Does not communicate with his or her partner(s). Does not perform any feints.
	Plays the position assigned in the plan of action	Performs offensive, defensive or cooperative movement skills according to the position set out in the plan of action.	Performs offensive, defensive or cooperative movement skills by modifying or partially playing the position set out in the plan of action	Performs offensive, defensive or cooperative movement skills without complying with any predetermined position.
	Adjusts movement skills as needed	Regularly adjusts his or her position and movement skills to the potential of peers (partners and opponents). Adjusts his or her movement skills in terms of the results obtained.	Occasionally adjusts his or her position and movement skills to the potential of peers (partners and opponents). Occasionally adjusts his or her movement skills in terms of the results obtained.	Does not make any adjustments.
	Applies the safety rules	Complies with all the safety rules set out by the teacher.	Complies with some of the safety rules set out by the teacher.	Does not comply with any of the safety rules set out by the teacher.
	Demonstrates ethical behaviour	Adopts all the ethical behaviours set out by the teacher.	Adopts some of the ethical behaviours set out by the teacher.	Does not adopt any of the ethical behaviours set out by the teacher.
Relevant Reflection	Evaluates the process, plans and results	Together with his or her partners, engages in reflection that makes it possible to identify solutions to all of the problems encountered. * Keeps numerous relevant and varied notes. Fully appreciates successes, difficulties, ways of cooperating and the approach used (planning, execution and evaluation).	Together with his or her partners, engages in reflection that makes it possible to identify solutions to some of the problems encountered. * Keeps few relevant and varied notes. Has little appreciation for the successes, difficulties, ways of cooperating and the approach used.	Does not keep any notes. Does not engage in reflection.
	Identifies new learning	Identifies everything that was learned. ³	Identifies some of what was learned. ⁴	Does not identify any learning.

¹ The evaluation criteria and observable elements are the same for all years of Elementary Cycles Two and Three. It is up to the teacher to increase the complexity of the tasks, the constraints of the activities and the level of difficulty of the movement skills required, in accordance with the students' prerequisites and the year in question.

² The strategies are based on the action rules and principles of communication and synchronization, if applicable, and of the positions to be played.

³ The learning achieved is in the areas of knowledge, skills and behaviours set out in the Progression of Learning selected by the teacher when planning instruction.

⁴ The limited learning achieved in the areas of knowledge, skills and behaviours set out in the Progression of Learning selected by the teacher when planning instruction. It may be complete in one area and incomplete in another.

* Feedback on this point should be provided to the student but this must not be taken into account in compiling results for the student's report card.

Characteristics of the Types of Help Provided to Students When They Carry Out a Complex Task for Evaluation Purposes¹

Help for students

Assistance may be provided to students in two contexts: help with learning tasks and help with a complex task for evaluation purposes. This table concerns the second context. The student or the team must independently complete the planned complex task at the end of the learning and evaluation situation so that the teacher can measure the student's development of the targeted competency. However, should the teacher have to provide assistance in order for the student or the team to complete the task, he or she must make a note of it in the rubric and take it into account when making his or her judgment. The more help a student or a team requires with a complex task, the less the competency has been developed.

Definition of help	Planning	Source of help	Category of help	Examples of difficulties	Types of help
<p>Help:</p> <p>Action of intervening with a student by joining one's efforts with his/hers in order to assist him/her in completing a given task</p>	<p>Help:</p> <p>Not planned for as part of the task</p> <p>Planned for as part of the task (established from the outset)</p>	<ul style="list-style-type: none"> • Teacher • Peer • Other resources 	Cognitive	Comprehension of instructions, the question or the task	<ul style="list-style-type: none"> • Explaining • Practising • Reminding • Clarifying • Describing • Advising • Suggesting • Activating prior knowledge • Reassuring • Encouraging • Motivating • Providing resources
				Application of the process or procedures	
				Mobilization of resources for the subject-specific task	
				Mobilization of resources for the task related to other subjects	
				Mobilization of resources for the task related to one or more cross-curricular competencies	
			Sociorelational	Relationship with others while working on a task that requires cooperation	
				Respect for others	
				Acceptance of the position to be played, of other people's suggestions, etc.	
			Affective	Insecurity, stress, feelings of incompetence, etc.	
				Respect for established rules	
Motor	Application of principles (coordination, balance, synchronization, etc.)				
Metacognitive	Failure to assess his/her work No planning or control and regulation strategies				

¹ Denis Chabot, Charles Fournier and Claude Robillard, *Propositions de normes et modalités en évaluation pour les écoles secondaires*, Service des ressources éducatives, Commission scolaire des Affluents, Terrebonne, 2008.

TEACHER'S EVALUATION CHART Elementary 6

Group: _____ Date: _____

Competency: <i>To interact with others in different physical activity settings</i>										
Legend: + Successfully completed +- More or less successfully completed - Not successfully completed O Needed help NE: Not evaluated NAME OF STUDENT	Mark	Evaluation criteria								
		Coherent Planning	Effective Implementation						Relevant Reflection	
		Observable elements								
		Cooperates (with one or more partners) in developing plans of action	Applies the action rules as planned.	Applies the principles of synchronization.	Applies the principles of communication.	Plays the positions assigned in the action plans.	Adjusts movement skills if necessary	Applies the safety rules.	Demonstrates ethical behaviour.	Evaluates the process, plans and results.
1.										
2.										
3.										
4.										
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30.										

THE TEAM'S CHALLENGES

1. Make handball teams of five players.
2. Develop a plan of action that takes into account one's strengths and difficulties and those of opponents, the action rules and communication as well as positions learned in class.
3. Implement a plan of action during game and make any necessary adjustments to it.
4. Respect the rules of the game of team handball and those of safety and ethics.
5. Evaluate the effectiveness of the strategies by making notes on the observation worksheets.
6. After the final game, evaluate the process, plans and results by answering several questions using the vocabulary learned in class to identify what was learned.

THE CONSTRAINTS OF THE ACTIVITY

1. The game takes place on two half-courts in the gymnasium.
2. The students who will play against one another will be selected and paired on the basis of the same level of technical and tactical abilities.
3. Each team will be paired with another for the purpose of being observed and for observing their opponents in order to obtain sufficient information to develop a strategy to be integrated into the plan of action.

ETHICAL BEHAVIOUR

The students must learn to shake hands before and after the game. This gesture signifies that one is motivated by a pure intention based on respect for others.

1. Strictly follow all rules and never deliberately try to break a rule.
2. Always respect the referee.
3. Accept all the referee's decisions and never question his/her integrity.
4. Rely on your talent and skills to win the game.
5. Be a good loser. Admit your opponent's superior skills.
6. Accept victory with modesty and avoid laughing at your opponent.
7. Recognize your opponent's successful moves and good performances.
8. Measure yourself against an equal.
9. Refuse to win by cheating.

Technical aspects of the jump shot

1. For right handed players the jump shot is made after one, two or three strides executed in the following order:
 - left, jump and shoot
 - right – left, jump and shoot
 - left – right – left, jump and shoot;
2. For left handed players, the jump shot is made after one, two or three strides executed in the following order :
 - right, jump and shoot
 - left – right, jump and shoot
 - right – left – right, jump and shoot
3. Make the shot by pushing off from the floor with the foot opposite the hand throwing the ball.
4. Raise the knee on the same side as the hand throwing the ball
5. Raise the throwing hand over the head, with the elbow at head level, when throwing.
6. Throw the ball once the body as reached the highest point of the jump.
7. Quickly move the hand holding the ball over the shoulder in a straight line with the target.
8. Lower the hand quickly in the direction of the target at the end of the throw.
9. Land by bringing the feet down to the floor either one after the other or both at once.

